

The Child Outcomes Summary Process

To accompany DVD segments of live training in Anchorage
February 2007

*COSF Video Training
Chapter 1*

Background Information: History & Legal Foundations

Kathy Hebbeler
The Early Childhood Outcomes (ECO) Center



Early Childhood Outcomes Center

What We Will Cover

- **Why collect outcome data?**
- **Understanding the three child outcomes**
- **Assessing the accomplishment of the three child outcomes**
- **Using the Child Outcomes Summary Form**
- **Practice with the Child Outcomes Summary Form**

Goal of Early Intervention

“...To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in the community.”

(from Early Childhood Outcomes Center,
http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf)

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Why Collect Outcome Data?



The illustration shows a stylized child sitting at a desk with a pencil, next to a large question mark, symbolizing the inquiry into why outcome data is collected.

Public Policy Context



- Age of accountability
- Accountability increasingly means looking at results, not just process
- Office of Special Education Programs (OSEP) is under increasing pressure to produce outcome data on children participating in early intervention and early childhood special education programs

PART Review Findings for Part C and Part B Preschool

Results not demonstrated

Part C
"While the program has met its goal relating to the number of children served, it has not collected information on how well the program is doing to improve the educational and developmental outcomes of infants and toddlers served."

Part B Preschool
"The Department has no performance information on preschool children with disabilities served by this program."
Read more at ExpectMore.gov

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OSEP's Response

- Required states to submit outcome data in their Annual Performance Report (APR)
- Funded the Early Childhood Outcomes Center to do research, make recommendations, and assist states



The ECO Center's Early Work

- Convened stakeholders to identify child and family outcome areas and develop outcome statements
- Received input from state Part C and 619 Coordinators, researchers, families, administrators, and the general public

Result of Process: ECO Center Made Recommendations to OSEP

Recommendations on:

- Child and family outcome statements (February 2005, revised April 2005)
- Categories of information that should be collected about these outcomes (May 2005)

Read more at www.the-eco-center.org

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OSEP Reporting Requirements: Child Outcomes

- **Positive social-emotional skills (including social relationships)**
- **Acquisition and use of knowledge and skills (including early language/communication [and early literacy])**
- **Use of appropriate behaviors to meet their needs**

Why Collect Outcome Data?

- **Federal government is the driving force behind the move to collect outcome data**
- **However, providing data for the federal government is not the only reason to collect outcome data**

Why Collect Outcome Data?

Data on outcomes are important for state and local purposes.

- **To document program effectiveness**
 - **Increase in funding?**
- **To improve programs**
 - **Identify strengths and weaknesses**
 - **Allocate support resources, such as technical assistance**

And, ultimately to better serve children and families

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Federal Reporting Requirements for States

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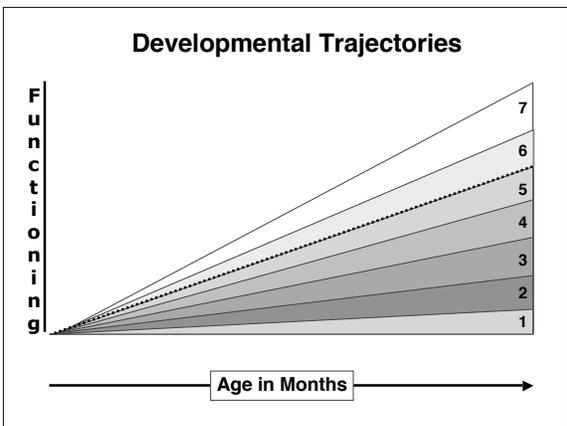


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OSEP Reporting Categories

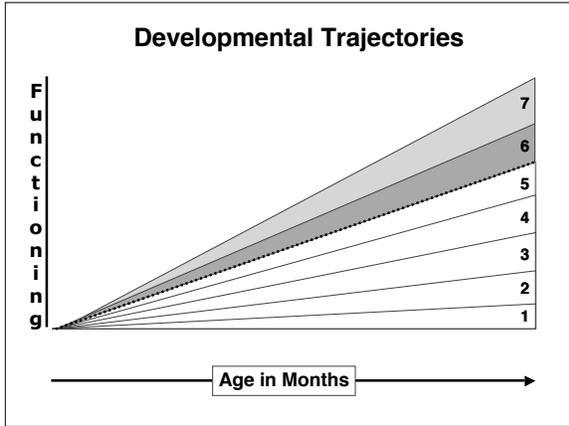
Percentage of children who:

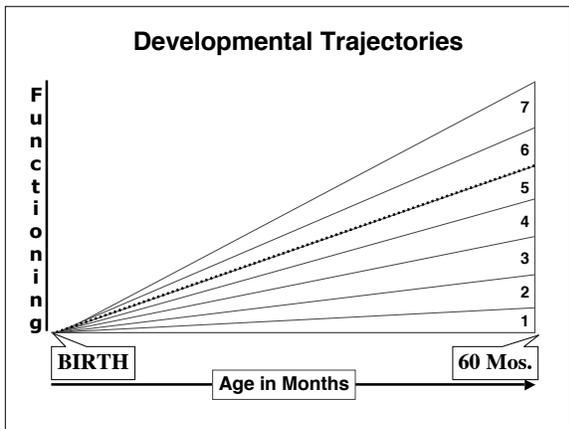
- a. Did not improve functioning
- b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers

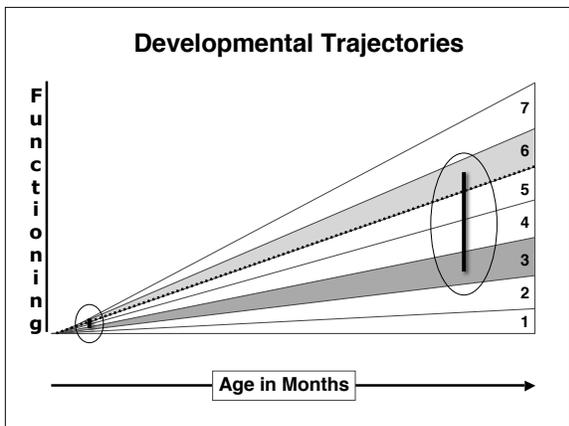


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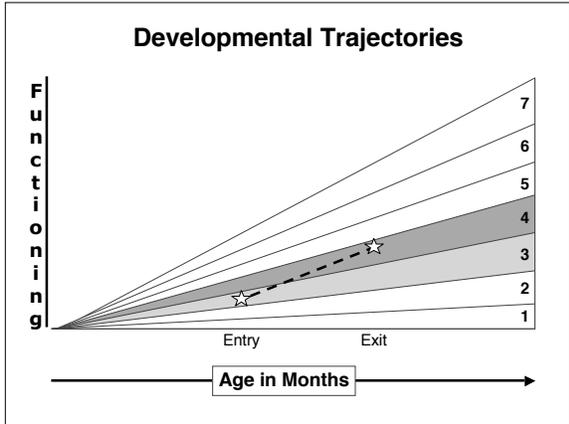


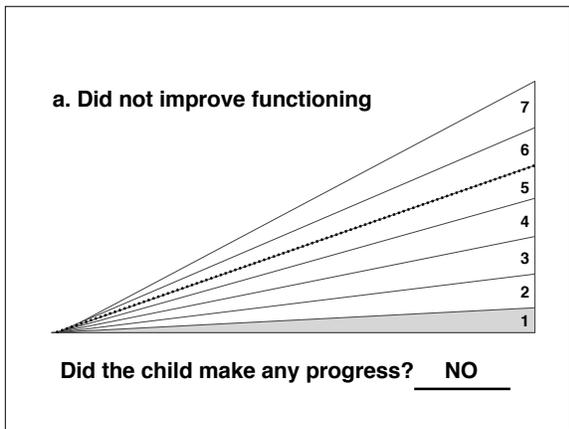


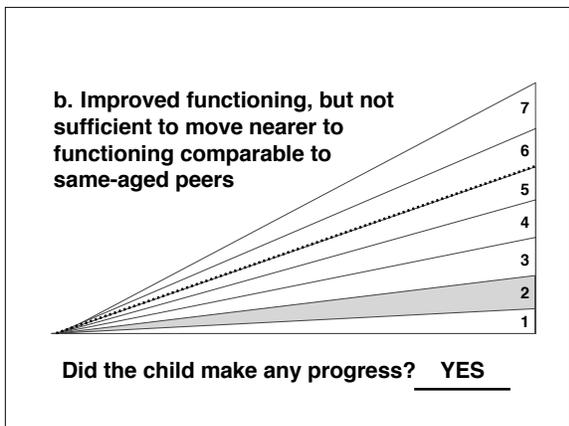


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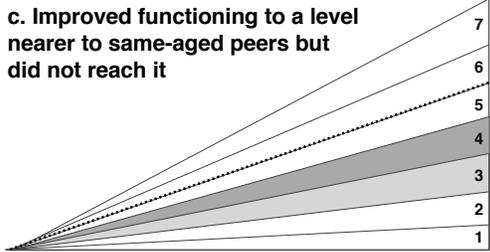




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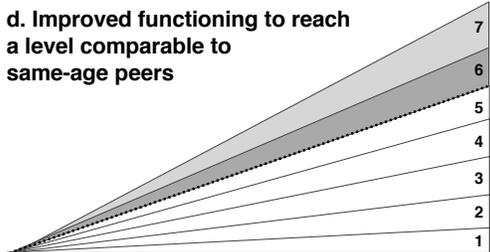
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c. Improved functioning to a level nearer to same-aged peers but did not reach it



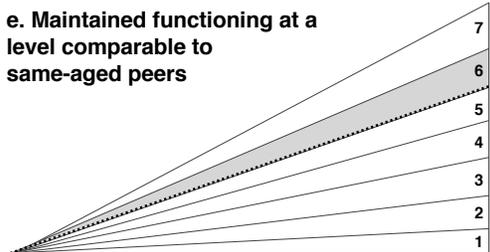
Did the child make any progress? YES

d. Improved functioning to reach a level comparable to same-age peers



Did the child make any progress? YES

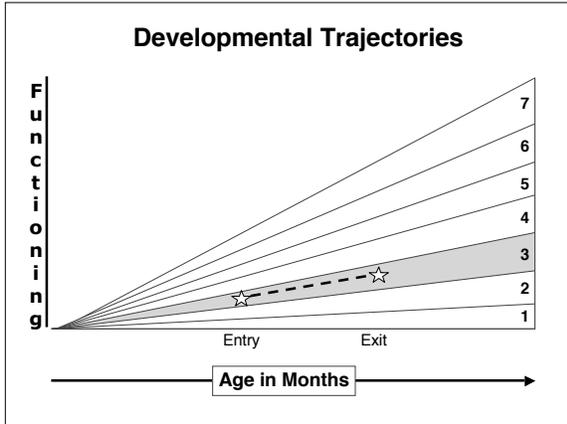
e. Maintained functioning at a level comparable to same-aged peers



Did the child make any progress? YES

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Understanding the Three Child Outcomes

Lynne Kahn
The Early Childhood Outcomes (ECO) Center



Early Childhood Outcomes Center

Three Child Outcomes

- Children have positive social-emotional skills (including social relationships)
- Children acquire and use knowledge and skills (including early language/communication [and early literacy])
- Children use appropriate behaviors to meet their needs

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A Puzzle

- 8, 5, 4, 1, 7, 6, 3, 2
- Where does 9 go?
- Where does 0 go?

Outcomes Are Functional

Functional outcomes:

- Refer to things that are meaningful to the child in the context of everyday living
- Refer to an integrated series of behaviors or skills that allow the child to achieve the important everyday goals

Functional Outcomes are *NOT*

- A single behavior
 - The sum of a series of discrete behaviors or splinter skills
such as.....
- | | |
|------------------|--|
| *Knows 10 words | *Pincer grasp
(picks up a raisin) |
| *Smiles at mom | |
| *Stacks 3 blocks | *Goes up and down
stairs with one foot
on each stair |

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Functional Outcomes

- Not domains-based, not separating child development into discrete areas (communication, gross motor, etc.)
- Refer to behaviors that integrate skills across domains
- Can involve multiple domains
- Emphasize how the child is able to carry out meaningful behaviors in a meaningful context

Thinking Functionally

(within age-expected bounds)

- | ▪ Isolated skill | ▪ Functional skill |
|--|--|
| ▪ Knows how to imitate a gesture when prompted by others | ▪ Watches what a peer says or does and incorporates it into his/her own play |
| ▪ Uses finger in pointing motion | ▪ Points to indicate needs or wants |
| ▪ Uses 2-word utterances | ▪ Engages in back and forth verbal exchanges with caregivers using 2-word utterances |

Thinking Functionally

- If you know that a child can point, do you know that the child can communicate her wants and needs?
- If you know that a child can't point, do you know that the child can't communicate his wants and needs?
- How does knowing about pointing help you understand how the child takes action to meet needs?

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Thinking Functionally

- Discrete behaviors (e.g., those described by some items on assessments) may or may not be important to the child's functioning on the outcome
- Individually, they are not especially informative
- Summed, they may or may not be useful, depending on the functionality of the behaviors/items

Children Have Positive Social Relationships

- Involves:
 - Relating with adults
 - Relating with other children
 - For older children, following rules related to groups or interacting with others
- Includes areas like:
 - Attachment/separation/autonomy
 - Expressing emotions and feelings
 - Learning rules and expectations
 - Social interactions and play

Children Acquire and Use Knowledge and Skills

- Involves:
 - Thinking
 - Reasoning
 - Remembering
 - Problem solving
 - Using symbols and language
 - Understanding physical and social worlds
- Includes:
 - Early concepts—symbols, pictures, numbers, classification, spatial relationships
 - Imitation
 - Object permanence
 - Expressive language and communication
 - Early literacy

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Children Take Appropriate Action to Meet Their Needs

- **Involves:**
 - Taking care of basic needs
 - Getting from place to place
 - Using tools (e.g., fork, toothbrush, crayon)
 - In older children, contributing to their own health and safety
- **Includes:**
 - Integrating motor skills to complete tasks
 - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
 - Acting on the world to get what one wants

Taking Action to Meet Needs

- **Includes**
 - Integrating various skills (gross motor, fine motor, communication skills) to complete tasks
 - Self help skills (feeding, dressing, toileting, household task)
 - Acting on the world to get what he or she wants
 - Not JUST acting on the world: takes APPROPRIATE action to meet needs

Thinking about Each Outcome

- How does the child show affection?
- Does the child know that an object continues to exist when it is out of sight?
- How does the child interact with others?
- How does the child indicate hunger?

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Thinking about Each Outcome

- Does the child understand and avoid danger?
- Does the child know his or her name?
- How does the child interact with siblings?
- Does the child know where things are kept in the house (e.g., what cabinet the cereal is in)?

Outcomes Reflect Global Functioning

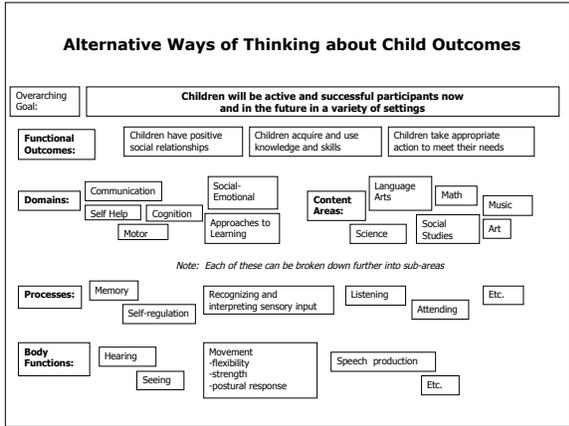
- Each outcome is a snapshot of:
 - The whole child
 - Status of the child's current functioning
 - Functioning across settings and situations
- Rather than:
 - Skill by skill
 - In one standardized way
 - Split by domains

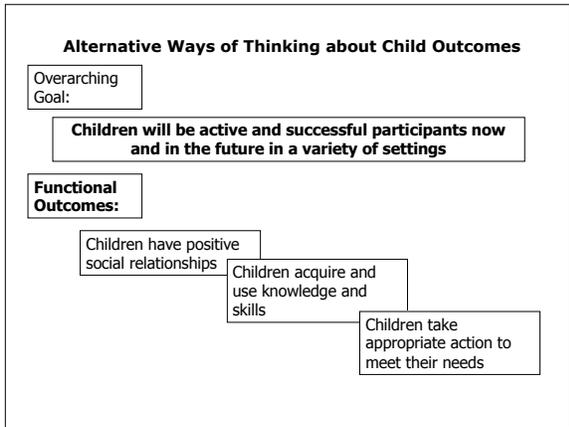
Issues

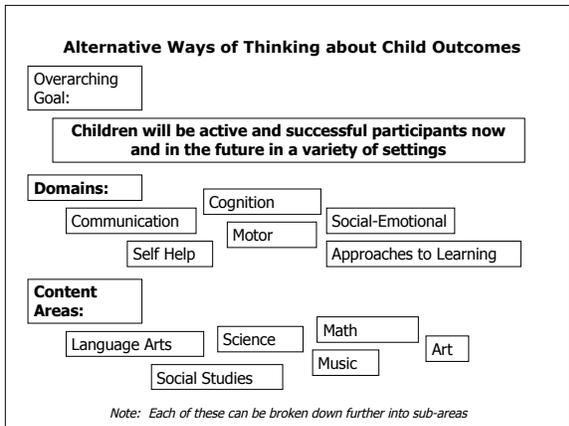
- There is overlap across the outcomes
- 3 Outcomes and IFSP Outcomes
- There are important processes and body functions that contribute to the outcomes but are not the same as the outcomes
 - paying attention, listening, curiosity, persisting,
 - seeing, maintaining balance, reaching, etc.

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Alternative Ways of Thinking about Child Outcomes

Overarching Goal:

Children will be active and successful participants now and in the future in a variety of settings

Processes:

- Memory
- Self-regulation
- Attending
- Listening
- Etc.
- Recognizing and interpreting sensory input

Body Functions:

- Hearing
- Seeing
- Speech production
- Movement
 - flexibility
 - strength
 - postural response
- Etc.

Note: Each of these can be broken down further into sub-areas

The Bottom Line Related to Achievement of the Three Outcomes

Early intervention strives to achieve all three of the outcomes for *all* of the children receiving services

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Examples & Discussion

Kathy Hebbeler
The Early Childhood Outcomes (ECO) Center



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Using Assessment Information

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The Early Childhood Outcomes (ECO) Center



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What Is Assessment?

"Assessment is a generic term that refers to the process of gathering information for decision-making."

McLean, Wolery, and Bailey (2004)

What Is Assessment?

"Early childhood assessment is a flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus...."

Bagnato and Neisworth (1991)
Quoted in DEC Recommended Practices (2005)

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DEC Recommended Practices for Assessment

- **Involve multiple sources**
 - Examples: family members, professional team members, service providers, caregivers
- **Involve multiple measures**
 - Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples

Assessment Instruments

- **Assessment tools can inform us about children's functioning in each of the three outcome areas**
- **Challenge: There is no assessment tool that assesses the three outcomes directly**

Assessment Tool Lens

- **Each assessment tool carries its own organizing framework, or lens**
- **Many are organized around domains**
- **But the content in the domains isn't always the same, even if the names are the same**

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Currently Available Assessment Tools

- Each assessment tool sees children through its own lens
- Each lens is slightly different
- There is no right or wrong lens
- **Key question:**
 - How much and what information will a given tool provide about the attainment of the three child outcomes?

You will be assessing the child's level of functioning for each outcome

- What does the child usually do?
- Actual performance across settings and situations
- How the child uses his/her skills to accomplish tasks
- *Not* the child's capacity to function under unusual or ideal circumstances
- *Not* necessarily the child's performance in a structured testing situation ("noncompliant")

...and thinking about what is expected for a child that age

- Each outcome is achieved differently by children of different ages.
 - e.g., what we expect of a 12 month old with regard to knowledge and skills differs from what we expect of a 24 month old
- There are many ways that children can demonstrate (and you can learn about) functioning in an outcome area

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...and thinking about what is expected for a child that age

- There are many pathways to competence for children with atypical development (e.g., using sign language, wheelchair).
- You will need to decide how much a given assessment tells you about *functioning* (in addition to giving a score in a domain area)

Making Use of Assessment Tool Information

- Information from formal or published assessment tools can be very useful, but it needs to be understood and used in the context of achievement of the three outcomes
- Teams may have additional information that paints a picture of the child that differs from one provided by an assessment. Teams may "override" the results from an assessment tool

Remember This

- Flexibility is required in applying assessment tool results to the outcomes
- Teams need to decide what information from an assessment tool is relevant for this child

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Chapter 6

COSF: The Rating Scale

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The Early Childhood Outcomes (ECO) Center



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Why Is the Child Outcomes Summary Form Needed?

- No assessment instrument assesses the three outcomes directly
- Different programs will be using different assessment instruments, and outcome data will need to be aggregated across programs

Features of the Child Outcomes Summary Form

- It is *not* an assessment tool
- It uses information from assessment tools and observations to get a *global* sense of how the child is doing at one point in time

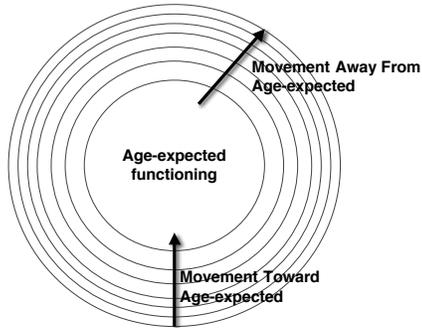
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Features of the Child Outcomes Summary Form

- Seven possible ratings
- Rating is based on the child's functioning:
 - What the child does across settings and situations
 - Compared with what is expected given the child's age

Thinking About the Achievement of Each Child Outcome



Key Points

- Assumption: Children can be described with regard to how close they are to age-expected functioning for each of the three outcomes
- By definition, most children in the general population demonstrate the outcome in an age-expected way
- Over time, some children will move farther away from age-expected functioning (skills at older ages are more demanding)
- By providing services and supports, programs are trying to move children closer to age-expected functioning
- Some children will never achieve this

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Summary Ratings Reflect Global Functioning

- Ratings on each outcome are a snapshot of:
 - The whole child
 - Status of the child's current functioning
 - Functioning across settings and situations
- Rather than:
 - Skill by skill
 - In one standardized way
 - Split by domains

Using Information from Assessment Tools

- The ECO Center has "crosswalked" assessment tools to the outcomes
- Crosswalks show which sections of assessment tools are related to each outcome
- Having many items does not necessarily mean the assessment captures functioning across settings

DRAFT BDI-2 Crosswalk 10-24-05

Battelle Developmental Inventory—Second Edition (BDI-2)
Crosswalk with Child Outcomes

Note: Because the BDI-2 is a norm-referenced, standardized assessment, the sub-scale scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 sub-scales map to the three outcomes. Under each sub-scale, the X indicates the outcome area to which the sub-scale score contributes information. The item information under the X provides the rationale for why the sub-scale was classified as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquire and use skills and knowledge	Outcome 3 Takes action to meet needs
Subscale: PERSONAL-SOCIAL	X		X
Personal-Social: Adult Interaction	• AII-30 (looks at, responds to adults, imitates social contact)		
Personal-Social: Peer Interaction	• PII-25 (responds to, plays with other children, shares properly, plays cooperatively)		
Personal-Social: Self-Concept and Social Role	• SRI-45 (precursors to self awareness and self awareness, describes own feelings)		• SRI-45 (precursors to self awareness and self awareness, asserts himself, copes independently)
Subscale: COMMUNICATION	X	X	X
Communication: Receptive	• RC5-8, 27 (responds to person, converses)	• RC1-4, 5-9 (precursors to understanding language) • RC9-26 (associates words with objects, actions; recalls events from a story) • RC28-40 (understands grammar, identifies sounds in words)	

Note: This is a preliminary draft developed by the Early Childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to staff@the-eco-center.org.

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A Domain Score on an Assessment Tool Does *Not* Necessarily Translate Directly Into an Outcome Rating

Ratings require:

- Looking at functional behaviors
- Collecting and synthesizing input from many sources familiar with the child in many different settings and situations

Child may display problem behaviors that are not age appropriate but are not captured by the assessment (e.g., biting, head-banging)

Summary Ratings Are Based on...

Types of Information

- Curriculum-based assessments (e.g., HELP)
- Norm-referenced assessments (e.g., BDI-2)
- Developmental screenings (e.g., Ages & Stages)
- Observation and report

Sources of Information

- Parents and family members
- Service providers
- Therapists
- Physicians
- Child care providers
- Teachers
- People familiar with the child in all of the settings and situations that he/she is in

The Rating Scale

- Scale runs from **Completely** to **Not yet**.
- **Completely** and **<completely** indicate age appropriate functioning
- **Lower ratings** indicate distance from age appropriate functioning

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Completely

- The child shows behaviors and skills expected in *all* or *almost all* everyday situations that are part of the child's life
 - Home, store, park, child care, with strangers, etc.
- The child's functioning is considered *appropriate* for his/her age
- No one has significant concerns about the child's functioning in this outcome area

<Completely = Between Completely and Somewhat

The child's functioning generally is considered *appropriate* for his or her age, but there are *some significant concerns* about the child's functioning in this outcome area

Somewhat

- The child shows functioning expected for his/her age *some of the time and/or in some situations*
- The child's functioning is a mix of age-appropriate and not appropriate functioning
- The child's functioning might be described as like that of a *slightly younger child*

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<Somewhat

- Child shows some age appropriate functioning some of the time or in some situations or settings but most of the child's functioning would be described as not yet age appropriate.
- The child's functioning might be described as like that of a *younger child*

Emerging

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's behaviors and skills include *immediate foundational skills* on which to build age-appropriate functioning
- The child's functioning might be described as like that of a *younger child*

<Emerging

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's behaviors and skills does have some the *immediate foundational skills* on which to build age-appropriate functioning but these are not displayed very often
- The child's functioning might be described as like that of a *younger or even much younger child*

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Not Yet

- The child does not yet show functioning expected of a child his/her age in any situation
- The child's skills and behaviors *do not yet include any immediate foundational skills* on which to build age-appropriate functioning
- The child's functioning might be described as like a *much younger child*
- Children with Not Yet ratings still have skills, just not yet at an immediate foundational level

What are immediate foundational skills?

- Foundational skills are....
Skills and behaviors that occur earlier in development and serve as the foundation for later skill development
Teachers and interventionists often use foundational skills to help children move to the next level developmentally
- *Immediate* foundational skills are...
Skills that are conceptually linked to later skills and immediately precede the later skills developmentally
Example: Children play alongside one another before they interact in play

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Chapter 7

Deciding on the Rating

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Where to Focus in Deciding the Rating

- Focus on the child's overall functioning across settings and situations
- Functioning that is displayed rarely and/or when the child is provided with a lot of unusual support or prompts is of little significance for the rating

The Process for Answering Questions 1A, 2A, 3A

For each outcome...

- Discuss the child's current functioning in this outcome area across settings and situations
- Identify areas where the child's functioning is age appropriate
- If not all functioning is age appropriate, identify areas where the child's functioning reflects immediate foundational skills
- Decide which rating best describes the child's current functioning

Documenting the Rating

- On the form, you will need to document:
 - What evidence led to the selected rating, evidence of
 - Age expected functioning?
 - Immediate foundational skills
 - Skills and behaviors that will lead to foundational skills
 - Who participated in the conversation and the decision.
- Documentation provides a record of the rationale for the rating decision

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Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
Behavior that is not age appropriate but not like that of a younger child		

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
		<i>Information, information, information</i>
Behavior that is not age appropriate but not like that of a younger child		

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
	<i>Information, information, information</i>	<i>Information, information, information</i>
Behavior that is not age appropriate but not like that of a younger child		

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Documenting the Basis for the Rating

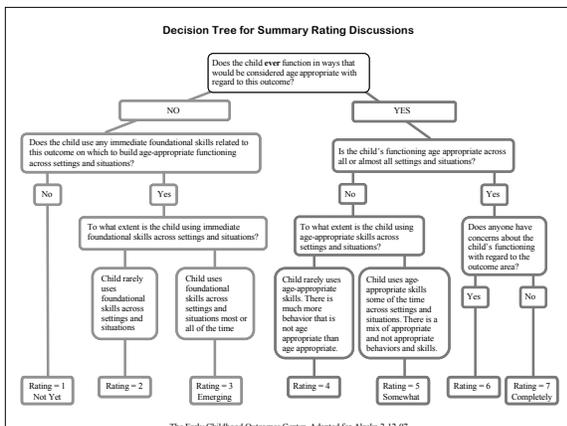
Outcome: 1 2 3

Functioning that will lead to immediate foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
<i>Information, information, information, information, information, information, information, information</i>		
Behavior that is not age appropriate but not like that of a younger child		

Documenting the Basis for the Rating

Outcome: 1 2 3

Functioning that will lead to immediate foundational skills	Functioning that shows immediate foundational skills	Functioning that is age appropriate
<i>Information, information</i>	<i>Information, information, information, information, information, information, information, information</i>	
Behavior that is not age appropriate but not like that of a younger child		



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Issues from Training Participants

- Looking at age expectations
- Subjectivity, reliability
- How will these data be used to show effectiveness of program

Challenges

- Many do not work with teams
- Getting enough information across situations
- Child with good cognitive skills and low language skills
- Children who are "not yet" at both time points – or children who go down
- Doing evaluations at exit (assess more, write less)

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Chapter 8

Case Study Part I: Video of Parent, Child, & Provider

Amanda Faulkner
Frontier Community Services ILP



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Chapter 9

Case Study Part II: Discussion of Case & Outcomes

Amanda Faulkner
Linda LeVeque, Amy Stock, & Angie Walker
Frontier Community Services ILP



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Chapter 10

Special Considerations

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Early Childhood Outcomes Center

Special Considerations

- Children with no concerns related to that outcome
- Correcting for prematurity
- Ratings for very young children
- Children who have only articulation problems
- Can a child have all "Completely's"? (AKA, why are we serving this child?)
- Assistive technology

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Always Provide Ratings for All Three Outcomes

- Ratings on all three outcomes should be reported for *every* child enrolled
- Ratings are needed in *all* areas even if:
 - No one has concerns about a child's development.
 - A child has delays in one or two outcome areas, but not in all three outcome areas

Correcting for Prematurity

- The purpose of the rating is to document current functioning
- The ECO Center recommends *not correcting* for prematurity
- At a later age, the child's functioning may show a higher rating, reflecting that the child has now caught up with age expectations

Ratings for Very Young Children

- It is very difficult to identify 7 points of difference for a 4 week old.
- Possible solutions:
 - Use a limited number of points (1,3, and 7)
 - Don't use the rating scale with children younger than a certain age, e.g., 4 months.

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Children Who Have Only Speech Articulation Problems

- Discussion needs to examine whether and how articulation difficulties are affecting the child's functioning with regard to each of the three outcomes
- Examples:
 - Will anyone play with him/her?
 - Can others understand him/her on the playground?
 - How does he/she convey critical needs (e.g., safety needs)?
- Depending on the child, discussion could yield ratings of Somewhat, <completely, Completely in any of the three areas
 - Ex. Outcome 3: because of potential impact for safety

Completely in 3 outcomes?

- Rating is completely distinct from eligibility.
- What kind of children could receive the highest rating in all three outcome areas?
- Does this mean you should not be serving this child?

Assistive Technology and Accommodations

Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's day-to-day settings

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Implications of Considering Available Assistive Technology in Ratings

- Children who could benefit from assistive technology but don't have it will get lower ratings
- These lower ratings do not reflect a child's inability as much as the fact that the child does not have the necessary equipment/services
- Over time, the change in ratings tells us how much actual difference the program makes for this child
- It may tell us that we could do more for some children

Including Parents in the Discussion

- Parent input about the child's functioning is critical
 - Family members see the child in situations that professionals do not
 - Need to ask family members about what the child does at home
- The team will need a way to learn what family members know about the child
- There is no expectation that parents will be able to determine whether what they are seeing is age appropriate

Explaining the Rating to Parents

- Because parents also will be included in deciding on a rating, professionals will need to be able to explain this process to parents
- Even if a parent does not participate in deciding on a rating, professionals need to be able to explain why the rating is being done and what it means
- The ECO Center is developing materials to help with this discussion

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What If a Team Cannot Reach Consensus?

- Team disagreement is a common concern, but this doesn't happen often
- Structure the discussion to minimize the likelihood of reaching an impasse
- Adopt a policy/procedure for dealing with these situations

Minimizing the Likelihood of Reaching an Impasse

- Focus most of the discussion on the child's skills related to the outcome; don't go to selecting a rating number too quickly
- Discuss the rationales for the differing ratings; focus on concrete descriptions and explore how these support a rating
- Include more discussion on what skills and behaviors you would see in a typically developing child this age to provide more background for the discussion of this child

COSF Video Training
Chapter 11

Data Collection in Alaska

Jane Atuk
Early Intervention/Infant Learning Program
State of Alaska



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When to begin using the COSF

- ❖ Statewide implementation began
March 1, 2007
- ❖ For all infants & toddlers enrolled
since January 1, 2007
- ❖ For all children at annual
assessment and IFSP renewal

Entering COSF data in the EI/ILP database

- ❖ Evaluation section of database
- ❖ Tab labeled “Outcomes”
- ❖ Enter data in fields that correspond
to information on the COSF
- ❖ Ratings for all 3 outcomes must be
entered

Reporting Ratings

- ❖ Beginning with the quarter ending
March 31, 2007
- ❖ EI/ILP Quarterly Narrative Reports
will help evaluate the process
 - ❖ describe initial data collection
 - ❖ report any challenges and insights
 - ❖ ask questions

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Timing of COSF process

- ❖ *Ideal:* prior to or during an IFSP meeting
- ❖ It is permissible to complete the COSF after the IFSP is developed
- ❖ *General Rule:* Do initial COSF close to time of assessment to reflect functional skills before changes occur as a result of intervention

When do we do the COSF?

- ❖ Minimum is at entry and at exit
- ❖ *General Rule:* The COSF is an annual process, at entry and then at each annual assessment and IFSP renewal
- ❖ *Exception:* If the child is enrolled for at least 6 months before exiting, an exit COSF is done at that time

Migration across EI/ILP programs

- ❖ Initial COSF data from the first program transfers with the child
- ❖ A second COSF is not needed until annual IFSP or exit from the system
- ❖ *Exception:* a gap \geq 6 months between leaving one program and entering another requires an updated assessment and a new COSF

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Young infants

- ❖ Difficult to use 7-point spread on a very young infant's functional status
- ❖ *Recommended:* Wait to do the initial COSF until the infant is at least 4 months old

Who is involved in the COSF process?

- ❖ IFSP team members
- ❖ Minimum of 2 people
- ❖ Parent involvement is highly recommended, but it will vary depending on parent choice and individual circumstances
- ❖ Vision or hearing impairment - VISIT and/or CEEHI consultant

Ongoing quality assurance

- ❖ On-site program monitoring and annual program self-assessment
 - ❖ Completed COS Forms are subject to regular review for consistency with other information in a child's file
- ❖ *Critical:* Documentation of sources and summary of evidence to support each outcome rating

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Ongoing learning from experience

- ❖ Monthly EI/ILP Coordinator topical teleconferences
 - ❖ how the process is working
 - ❖ what needs clarifying
- ❖ Individual coordinators and staff utilize state technical assistant
 - ❖ addressing challenges and questions as they arise

New staff and COSF training

- ❖ Trained staff can give an overview of the COSF process to new staff
- ❖ Share information and resources from previous COSF trainings
- ❖ New staff observe the process for 3 children prior to leading a team
- ❖ Additional training resources will be distributed as they become available

Link between Part C exit and Part B entry

- ❖ *Ideal:* Joint COSF by transition team within 3 months of child's exit from EI/ILP and enrollment in preschool
 - ❖ EI/ILP provider(s)
 - ❖ parents
 - ❖ school district staff
- ❖ More guidance will be available as discussion on this issue continues

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Resources for informing parents

- ❖ Letter from the EI/ILP office
 - ❖ introduction to the Child Outcomes Summary process
- ❖ Child Outcomes Summary: Things Caregivers Want to Know
 - ❖ frequently asked questions
- ❖ Additional resources will be distributed as they are available

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A very special thank you to
Amanda Faulkner, Amanda Richmond, & Grant Richmond
and the staff of the
Frontier Community Services Infant Learning Program

Produced by the
Early Intervention / Infant Learning Program
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Department of Health & Social Services
State of Alaska

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